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ABSTRACT

The Professional Development and Appraisal System (PDAS) is an appraisal system for Texas teachers that was implemented in 1995. The Continuous Improvement Instructional Planning Process is a systematic approach that teachers and administrators may use to align student performance with objectives related to the Texas Assessment of Academic Skills, recommended curriculum and instruction, and the PDAS. This planning process is a guide to stimulate teachers and administrators to think more specifically about what students learn and how they learn it. Steps in the Continuous Improvement Instructional Planning Process are: (1) defining goals and standards; (2) identifying students' learning needs; (3) developing performance objectives; (4) choosing teaching strategies; (5) formative assessment of student progress; (5) determining needed resources; (6) professional development; (7) linking all components of planning to the teacher's appraisal; and (8) summative assessment of student performance. An appendix contains various documents to help campus administrators and teachers use the process in their planning sessions. (SLD)

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Texas Education Agency

PDAS...The Next Steps

A guide for the Continuous Improvement Instructional Planning Process

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PDAS...The Next Steps

A guide for the Continuous Improvement Instructional Planning Process

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Introduction.....1-2

Goals and Standards.....4

Identification of Student Needs.....4-5

Desired Student Performance.....6

Teaching Strategies.....6

Assessment of Student Performance (Formative).....7

Resources.....7

Professional Development.....8

PDAS Appraisal Link.....8-9

Assessment of Student Performance (Summative).....9-10

Conclusion.....10

Appendix.....10-27

- **Guiding Questions.....11**
- **Example.....12**
- **Sample *TAAS* Data.....13-16**
- **Questionnaire.....17**
- **Five Models of Staff Development.....18**
- **Glossary.....19-27**

Introduction

Senate Bill 1, passed in 1995, required the Commissioner of Education to develop a new recommended appraisal system for Texas teachers to replace the previous Texas Teachers Appraisal System (TTAS). In addition to providing an avenue for annual appraisals, the system allows teachers to :

- set goals, plan for instruction, determine their appropriate professional development activities,
- reinforce learner-centered teaching practices which are supported by research and evidenced by most Texas teachers
- participate in a variety of professional development activities that enhance student performance, and
- link the performance of students to teachers' appraisal and professional development.

After the implementation of the new system, additional clarification was needed to illustrate the importance of aligning the Professional Development and Appraisal System (PDAS) with other statutes which have an impact on student performance. In illustration 1, each of the statutory requirements are shown as separate, free-standing components that are directly correlated with student performance. While most districts and campuses have implemented each of the statutes, only a small number of the most successful districts have aligned the content of the laws around the ultimate goal of "enhanced student performance."

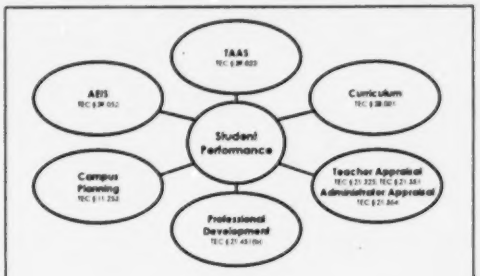


Illustration 1

In the District/Campus Planning statute, Texas Education Code (TEC) §11.253, it was intended that Texas Assessment of Academic Skills (TAAS), Curriculum (TEKS), professional development/appraisal, and the standards set forth in Academic Excellence Indicator System (AEIS) be correlated for the purpose of improved student performance. Illustration 2 reflects the intent of TEC § 11.253 by overlapping each of the statutes with one another as well as the ultimate goal of "enhanced student performance." The PDAS has provided a vehicle to insure that alignment occurs through a process of continuous improvement instructional planning.

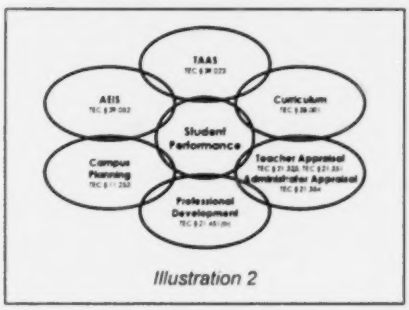


Illustration 2

The Continuous Improvement Instructional Planning Process is a systematic approach that teachers and administrators may use to align student performance with TAAS-related objectives, the TEKS, instruction and assessment, the professional development of teachers and the Professional Development and Appraisal System (PDAS). This process is intended as a guide to stimulate teachers and administrators to think more specifically about what students are learning and how well they are learning it. The process described is not a prescription or blueprint which must be followed precisely. The hope is to help focus the planning, discussions, and reflections of educators on enhancing student performance.

The next illustration (ill. 3) capsules the thinking behind the Continuous Improvement Instructional Planning Process. Note that the statement in the center of the diagram relates directly to the overall theme of PDAS..."enhancing student performance." The other components of the diagram move in a clockwise or counter-clockwise direction but always focus on the central theme of "enhancing student performance." The remainder of this paper will closely examine each of the components of the planning process and the relationships they foster with one another to provide for a systems approach to continuous instructional improvement.

Continuous Improvement Instructional Planning Process

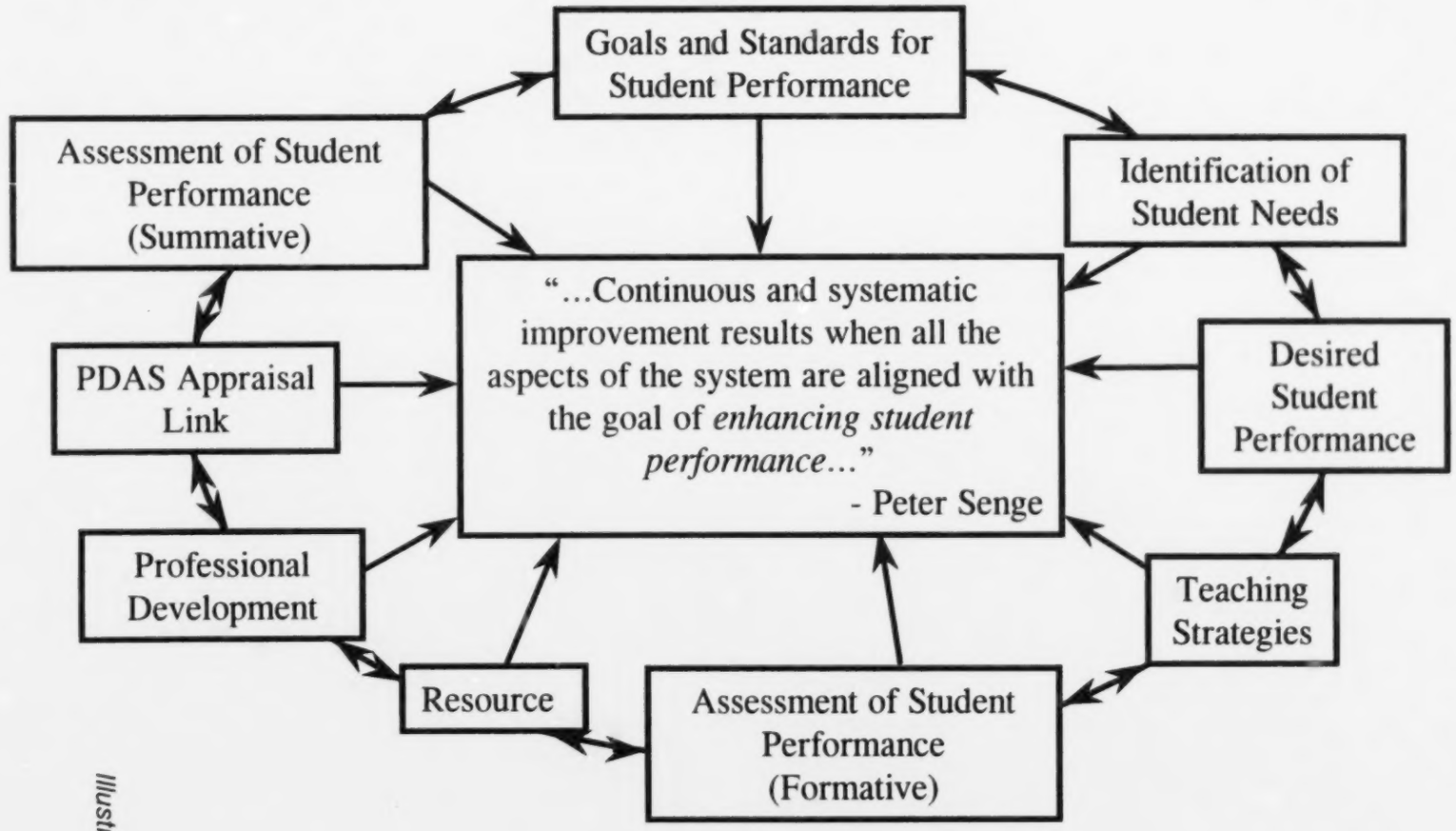
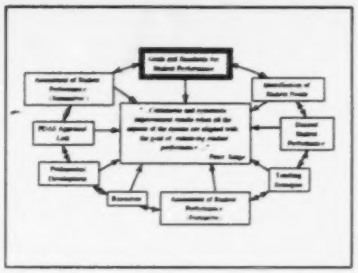

Goals and Standards for Student Performance
Assessment of Student Performance (Summative)
Identification of Student Needs
"...Continuous and systematic improvement results when all the aspects of the system are aligned with the goal of *enhancing student performance...*"
- Peter Senge
PDAS Appraisal Link
Desired Student Performance
Professional Development
Teaching Strategies
Resource
Assessment of Student Performance (Formative)

Illustration 3

Goals and Standards for Student Performance

The first step of Continuous Improvement Instructional Planning is to define the Goals and Standards for Student Performance. There are three components of the Goals and Standards:



1. Student Academic Basic Skills
2. Student Academic Content Knowledge
3. Accountability Standards

Student academic basic skills are related to the skills that are supportive of successful mastery of the TAAS-related objectives. Academic content refers to the content which relates directly to the mastery of the Texas Essential Knowledge and Skills (TEKS). Accountability standards include:

1. TAAS Data
2. Attendance Rate
3. Dropout Rate

Guiding Questions:

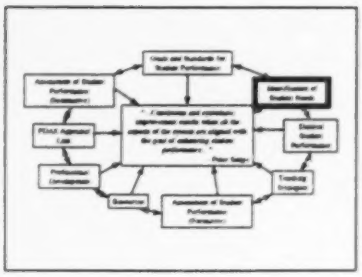
1. What are the TAAS related objectives for your content area and grade level?
2. What are the TEKS for your content area and grade level?
3. What are the accountability standards that relate to your content area and grade level?

Note: Professional development regarding interpretation of the AEIS data may be indicated.

Identification of Student Needs

The second step of *Continuous Improvement Instructional Planning* is to identify the learning needs of the students for which the teacher is responsible. The sources of information for determining these needs may include disaggregated TAAS data, standardized test data, student demographic data, research related to the various learning characteristics of students, various assignment processes to identify specific skills (reading inventories, language assessments, etc.), teacher-developed

assessments, district-developed assessments, and other assessments that will help identify the learning needs of the students.



Guiding Questions:

1. What are the student needs?
2. Why are these needs important?

The following provides an example process for using TAAS data for determining student needs.

Steps to Identify Student Academic Needs (TAAS)

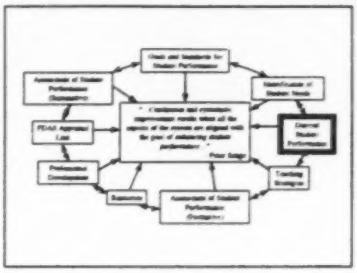
1. **Obtain the following TAAS Assessment Reports and documents from the TEA:**
   a. **Confidential campus roster (all students)**
   b. **TAAS updates (TAAS Objectives and related TEKS)**
   c. **"Release" TAAS tests**
   d. **Optional confidential Student Item Analysis Report**
2. **If desired, National Computer Systems can provide districts with "Customized Group Reports".**
3. **After all data are obtained, analyze objectives in which students are having the greatest difficulty (i.e. lowest percentage passing, mastery).**
4. **Look for patterns of common weaknesses with the entire class, sub-groups of students, as well as individual students.**
5. **Select a number of objectives that can be realistically addressed or prioritize the objectives to target for instructional planning.**
6. **Using the "Item Analysis" report, determine the specific skill to be taught by matching the objectives with the "Release Test" items. (By examining the test items, an individual can review the specific targets that need to be addressed as well as how the objective is tested.)**
7. **Identify the test items that assess the target and analyze the item for the knowledge and skills the students need in order to master the target.**

For example: If it is determined that a great number of students are having difficulty with fact and opinion, then that becomes a student need.

SAMPLE TAAS DATA SHEETS MAY BE FOUND IN THE APPENDIX OF THIS DOCUMENT AND ARE AVAILABLE FROM THE TEXAS EDUCATION AGENCY.

Note: Professional development regarding analysis of data/identification of students may be indicated.

Desired Student Performance



The next step of *Continuous Improvement Instructional Planning* is to develop performance objectives based on the learning needs of the students. The goal for student performance needs to be stated in observable and measurable terms. The level of performance needs to be clearly defined and to be achievable by the students.

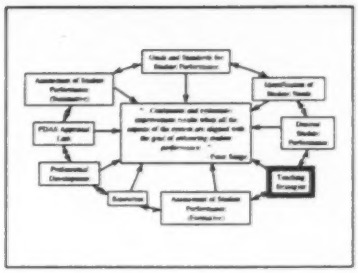
Guiding Questions:

1. What do we want our students to accomplish?
2. What is the desired student performance?

Note: Professional development regarding establishing objectives for student performance may be indicated.

Teaching Strategies

The next step in *Continuous Improvement Instructional Planning* is to determine which instructional strategy(ies) will be most effective for achieving the student performance goal. In selecting teaching strategies it is important to consider the learning needs of the students and the student learning objective(s).



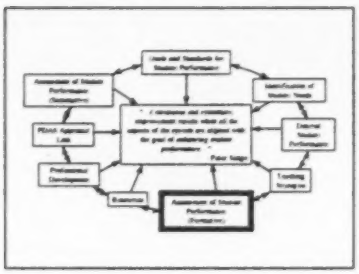
Guiding Questions:

1. Which instructional strategies facilitate student(s) progress toward the objective(s)?
2. Am I addressing:
   - The TEKS and the basic skills of the TAAS-related objectives?
   - The unique learning characteristics of students?
   - Prior knowledge and learning skills of students?

Note: Any selected strategies may indicate a need for professional development.

Assessment of Student Performance (Formative)

The next step of Continuous Improvement Instructional Planning is the formative assessment of student performance. Formative assessment needs to be continuous and on-going. The assessment processes used in this stage measure the progress of the students toward the learning objective. These must measure both skills and knowledge. Examples of some forms of formative assessment are instructional strategies that check for understanding (teacher made tests, district made tests, released test procedures, authentic assessment, etc.). *Formative assessment also provides important data for the teacher to determine if instructional strategies are resulting in appropriate student progress toward the selected goals.*



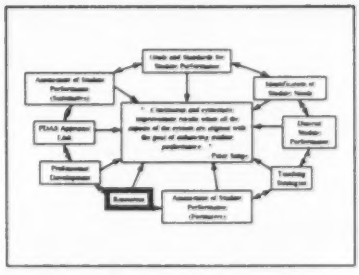
Guiding Questions:

1. How are the students progressing in meeting the desired student performance?
2. What am I doing that is or is not facilitating the desired student performance?

<u>Note</u>: Lack of student progress may indicate a need for professional development.

Resources

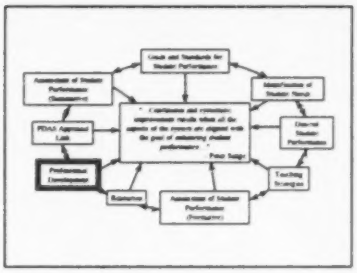
Another step in *Continuous Improvement Instructional Planning* is to determine the resources that are needed to implement the planning, instructional and assessment strategies. Resources include personnel, facilities, time, money and instructional/assessment materials.



Guiding Questions:

1. What resources are available (personnel, facilities, time, money and materials)?
2. How can they be used in instructional planning and implementation?

Professional Development



A key component of *Continuous Improvement Instructional Planning* is the professional/staff development for the teacher. Throughout the planning process, the teacher must determine the level of skill/tools/teaching strategies/techniques that he/she possesses to help students achieve the learning necessary to meet the objective. At any time the teacher (or appraiser as evidenced by documentation) may determine that additional professional development is needed. In identifying and selecting professional development it is important to utilize the six models of staff development: (1) individually-guided model, (2) observation/assessment model, (3) development/improvement process model, (4) inquiry model, (5) training model, and (6) other models meeting local needs.

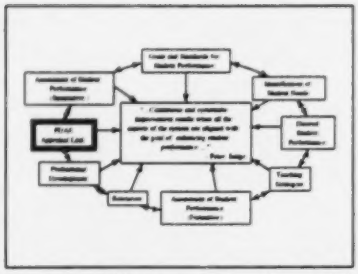
Guiding Questions:

1. Do I have the skills, strategies and/or techniques to effectively facilitate the learning of students to meet the desired student performance?
2. If I have the skills, strategies, and/or techniques, how can I share these?
3. If I do not have the skills, strategies, and/or techniques, how and where can I acquire them?

PDAS Appraisal Link

The next step in *Continuous Improvement Instructional Planning* is the linking of all of the other components of planning to the teacher's appraisal. This is accomplished in two ways. First, the Teacher Self Report (TSR) should reflect the teacher's identification of student needs, strategies employed to meet those needs and the appropriate professional development that is supportive of

meeting student needs. The TSR should reflect the on-going process that *Continuous Improvement Instructional Planning* has encouraged.

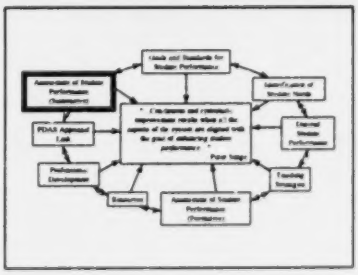


Second, classroom observations will identify the critical attributes of the criteria and domains that are being addressed as a result of *Continuous Improvement Instructional Planning.* For example, in *the Identifying Student Needs* step, the critical attributes identified in Domains 3 and 8 that relate to assessing student needs are addressed. Formative and Summative Assessment is linked to Domains 1, 3, and 8. The teacher's staff development would be assessed through the criteria in Domain 6. By using *Continuous Improvement Instructional Planning,* both the teacher and appraiser can address specific critical attributes that are supportive of student success and the appraisal process.

Guiding Questions:

1. How does my Teacher Self Report reflect my *Continuous Improvement Instructional Planning?*
2. Which criteria in PDAS will provide evidence that I am following this instructional planning process?

Assessment of Student Performance (Summative)



The final step in the *Continuous Improvement Instructional Planning* cycle is the summative assessment of student performance. The goal of the summative assessment is to determine the extent to which each of the objectives was met. Student success or lack of success should indicate the goals and professional development for the next year.

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Guiding Questions:

1. To what extent did the students meet the desired student performance?
2. Which parts of the instructional plan did or did not facilitate the desired level of student performance?
3. How will I use the information generated by the summative assessment this year to develop the instructional plan for next year?

Conclusion

The Continuous Improvement Instructional Planning Process is designed to be used at any level (district, campus, individual teacher) for the purpose of instructional planning. It would be most helpful for the individual teacher to utilize the process in completing the *Teacher Self-Report* as well as in selecting professional development activities. The principal and teacher could work together to identify links to the various criteria in the PDAS framework to help improve classroom instruction. A district or campus committee might incorporate the process into the district/campus plan to insure that their goals, objectives, strategies, assessments, resources, and professional development activities are truly data-driven and based on the needs of students. Remember that the process is flexible and should not be used as a rigid planning procedure. The hope is to help teachers and administrators focus their planning on the ultimate goal of PDAS, "***ENHANCEMENT OF STUDENT PERFORMANCE.***"

Appendix

This section contains various documents that would help the campus administrator and teacher use the process in their appropriate planning sessions. Any and all of the materials can be duplicated and distributed.

- Guiding Questions and Explanations in chart form
- Example: 4th Grade Texas History
- Sample TAAS Data
- Five Models of Staff Development
- Questionnaire-How Ready Is Your School for Continuous Improvement?
- Glossary

Continuous Improvement Instructional Planning

Linking Student Needs, Instruction, Staff Development, Assessment and PDAS

Guiding Questions And Explanations

Goals and Standards for Student Performance	Identification of Student Needs	Desired Student Performance	Teaching Strategies	Assessment of Student Performance (Formative)	Resources	Professional Development	PDAS Appraisal Link	Assessment of Student Performance (Summative)
Guiding Questions	Guiding Questions	Guiding Questions	Guiding Questions	Guiding Questions	Guiding Questions	Guiding Questions	Guiding Questions	Guiding Questions
1. What are the TAAS related objectives for your content area and grade level? 2. What are the TEKS for your content area and grade level? 3. What are the accountability standards that relate to your content area and grade level?	Based on the analysis of data: 1. What are the student needs? 2. Why are these needs important?	1. What do we want our students to accomplish? 2. What is the desired student performance?	1. Which instructional strategies facilitate student(s) progress toward the objective(s)? 2. Am I addressing: • the TEKS and the basic skills of the TAAS-related objectives? • the unique learning characteristics of students? • prior knowledge and learning skills of students?	1. How are the students progressing in meeting the desired student performance? 2. What am I doing that is or is not facilitating the desired student performance?	1. What resources are available (personnel, facilities, time, money and materials)? 2. How can they be used in instructional planning and implementation?	1. Do I have the skills, strategies and/or techniques to effectively facilitate the learning of students to meet the desired student performance? 2. If I have the skills, strategies, and/or techniques, how can I share these? 3. If I do not have the skills, strategies, and/or techniques, how and where can I acquire them?	1. How does my Teacher Self Report reflect my *Continuous Improvement Instructional Planning*? 2. Which criteria in PDAS will indicate that I am following this instructional planning process?	1. To what extent did the students meet the desired student performance? 2. Which parts of the instructional plan did/did not facilitate the desired level of student performance? 3. How will I use the information generated by the summative assessment this year to develop the instructional plan for next year?
***Note:** Professional development regarding interpretation of the AEIS data may be indicated.*	***Note:** Professional development regarding analysis of data/identification of student needs may be indicated.*	***Note:** Professional development regarding establishing objectives for student performance may be indicated.*	***Note:** Any selected strategies may indicate a need for professional development.*	***Note:** Lack of student progress may indicate a need for professional development.*		***Note:** Professional development should be on-going and include the six models of staff development.*	***Note:** Documentation by the appraiser may indicate a need for professional development.*	
Explanation	Explanation	Explanation	Explanation	Explanation	Explanation	Explanation	Explanation	Explanation
• Identify which TEK (by number) and TAAS related objective (by number) will be addressed in the "desired student performance". • Identify appropriate accountability standards that relate to this content area and grade level.	Based on data (TAAS, TEKS, district tests and other assessment data), what is/are the prioritized need(s)?	Have I identified the specific skill(s) and level of performance students need to master within the context of the curriculum?	• What strategies within the context of my content will address target skill(s)? • How frequently do I need to address the target skill to ensure students will be successful in mastering the target skill(s)?	• How am I going to assess progress toward the desired student performance? • How am I going to use this assessment in evaluating the success of the strategies that I used?	How can I effectively and efficiently use available resources in planning and implementation?	If on-going assessment indicates students are not being successful, what professional development would assist me in identifying new/revised strategies for teaching this skill?	How does the appraisal process guide my continuous instructional planning process?	Did the student(s) meet or exceed the desired level of performance? What are the implications for: • Planning for next year? • Professional development?

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Continuous Improvement Instructional Planning

Linking Student Needs, Instruction, Staff Development, Assessment and PDAS

Example:
Grade: 4th
Content: Texas History
TAAS related

Goals and Standards for Student Performance	Identification of Student Needs	Objectives of Student Performance	Teaching Strategies	Assessment of Student Performance (Formative)	Resources	Professional Development	PDAS Appraisal Link	Assessment of Student Performance (Summative)
1. The TAAS related objective is *objective 6(4.10)* 2. The TEK is *4(b)/4.2(c)* from 4th grade social studies (Texas history) 3. The accountability standards that relate to this content area and grade level are: • Attendance • TAAS data	TAAS analysis indicates student(s) are not successful in identifying statements of fact and statements of opinion.	Given a reading passage, the student (s) will be able to identify 1. statements of fact. 2. statements of opinion. ***Note:* Analysis of related test items indicate that students are asked to identify statement of fact and statement of opinion within a reading passage.**	1. Using readings in Texas history, students will identify statements of fact and statements of opinion. (i.e., reading a passage about the establishment of Catholic Missions in Texas, students will identify two statements of fact and two statements of opinion). 2. Students will write a newspaper article, including a minimum of two fact statements and two opinion statements (I.e Students will write about the Spanish establishment of Missions in Texas. 3. Using statements included in student-written newspaper articles, students will write fact/opinion statements on note cards. Prior to final assessment, note cards will be used to quiz students when playing the review game.	Data will be collected from on-going: 1. assessment to determine progress toward the desired student performance. 2. the success of the teaching strategies employed. Example assessments: 1. Check for understanding (on-going). 2. Newspaper article (grade assessment) 3. "Review Game" (check for understanding) 4. A minimum of one reading passage will be included on all chapter tests to determine progress toward the desired student performance (fact and opinion).	1. TAAS/TEKS 2. Teachers of Texas History 3. Curriculum materials 4. Social Studies Coordinator	1. Fourth grade teachers will work collaboratively to identify successful strategies for teaching fact and opinion. ***(Inquiry Model)*** 2. Data collected from on-going assessment will be used to identify strategies that are successful in teaching fact/opinion. ***(Observation/Assessment Model)*** 3. Workshop: Writing in the content area. ***(Training Model)***	The appraiser looks for: 1. Related goals on the Teacher Self-Report, Pt.I; 2. Related strategies for working with students in at-risk situations on the Teacher Self Report, Pt.II; 3. Related professional development on the Teacher Self Report, Pt. III; 4. Classroom evidence in the following: • Domain I 1,2,3,5 • Domain II 1,2,3,4,5 • Domain III 1,2,3,4,5,6 • Domain IV 7,8 • Domain V 3 • Domain VI 1,2,4 • Domain VIII 1,2,3,4,5,7, 9	End of course evaluation: TAAS test; standardized test; teacher, campus, district assessments; (look at results of individual items on fact and opinion).

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

TAAS

CONFIDENTIAL CAMPUS ROSTER--ALL STUDENTS

REPORT DATE: MAY 1998
DATE OF TESTING: SPRING 1998
GRADE: 04
DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 101 EXAMPLE EL

M = OBJECTIVES NOT MASTERED
A = ABSENT
E = EXEMPT ARD
L = EXEMPT LEP
S = NOT SCORED
SP = NOT TESTED IN ENGLISH
--- = NO INFORMATION AVAILABLE

A

B

C

D

E

F

G

H

STUDENT			STUDENT-ID (PEIMS)	ALL TESTS TAKEN (R, W, M)		READING												WRITING							
						READING COMPREHENSION												WRITTEN COMMUNICATION							
				MET MINIMUM EXPECTATIONS	MASTERED ALL OBJECTIVES	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW PROPAGANDA AND FACT AND CONTEXT	MET MINIMUM EXPECTATIONS	MASTERED ALL OBJECTIVES	1997	1998	NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	MET MINIMUM EXPECTATIONS	MASTERED ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	SCALE SCORE
						1	2	3	4	5	6							1-6							
						5-6	6-8	5-6	5-6	9-10	5-6														
						ITEMS CORRECT AND OBJECTIVE MASTERY STATUS												RATING	5-10	5-9	5-10				
																		ITEMS CORRECT AND OBJECTIVE MASTERY STATUS							
#BATES	YKE	J	457481439	YES	YES	6	8	5	6	9	6	YES	YES	3- 44	4- 93	77.0	99	5	9	8	9	YES	YES	2170
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DEWMEY	TODD	P	485346591	NO	NO	6 M	6	5	1 M	6 M	0 M	NO	NO	4- 55	4- 58	25.5	12	3	7 M	5 M	8	YES	NO	1610
GREENBERG	DONALD	W	448250618	NO	NO	5	7	4 M	2 M	6 M	1 M	NO	NO	A	4- 58	25.5	12	2 M	7 M	6 M	8	NO	NO	1478
HENDERSON	SAMANTHA	L	469422518	NO	NO	6	7	5	2 M	6 M	2 M	YES	NO	9	4- 76	61.9	35	NOT TESTED-ABSENT				---	---	---
KIMBLE	ANGELA		478757250	NO	NO	NOT TESTED-ABSENT						---	---	3- 99	A	---	---	NOT TESTED-ABSENT				---	---	---
LUNA	EDUARDO	J	555348225	YES	YES	6	8	6	5	9	6	YES	YES	3- 19	4- 93	77.0	99	5	10	7	10	YES	YES	1780
NGUYEN	THERESA	H	476794002	NO	NO	0 M	0 M	0 M	0 M	0 M	0 M	NO	NO	3- 68	4- 4	1.0	1	1 M	5 M	6	10	NO	NO	1410
PADILLA	ELIZABETH	P	523523451	NO	NO	6	7	2 M	3 M	8	3	YES	NO	3- 58	4- 74	39.6	31	2 M	7 M	5 M	7 M	NO	NO	1648
PERRIN	DENNIS	A	473892451	YES	NO	5	6 M	6	5	8	3	YES	NO	3- 59	4- 85	54.2	58	5	10	8	10	YES	YES	1780
PRICE	AMY	C	456619888	NO	NO	1 M	0 M	2 M	4 M	4 M	3	NO	NO	3- 66	4- 33	1.0	1	1 M	4 M	5 M	6 M	NO	NO	1270
QUIRCE	MICHAEL	C	478881247	YES	NO	NOT TESTED IN ENGLISH						---	---	X	A	---	---	2 M	8 M	11	9 M	YES	NO	1529
SCHMIDT	VICTORIA	A	537149550	NO	NO	6	8	5	3 M	6 M	3	YES	NO	L	4- 79	45.8	42	NOT SCORED				---	---	---
TOMAR	EMMA	A	467389921	NO	NO	0 M	0 M	0 M	0 M	0 M	0 M	NO	NO	A	4- 4	1.0	1	NOT SCORED				---	---	---
WARREN	CURTIS	T	570621083	YES	NO	5	1 M	4 M	6	10	2 M	YES	NO	3- 58	4- 79	35.8	25	NOT TESTED EXEMPT-ARD				---	---	---
WRIGHT	DARYL	W	481732194	NO	NO	5	8	5	6	9	5	YES	YES	3- 77	4- 98	67.0	79	1 M	6 M	6	7 M	NO	NO	1498

TOTAL STUDENTS LISTED: 10

# INDICATES BRAILLE VERSION OF TEST.

Sample TAAS Data

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TAAS Objective 6

The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

(4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(J) distinguish fact and opinion in various texts (4–8)

(4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(C) identify the purposes of different types of texts, such as to inform, influence, express, or entertain (4–8)

(J) describe how the author's perspective or point of view affects the text (4–8)

Sample TAAS Data

Grade 4 TAAS Reading Form — Administered Spring 1998
Answer Key

Item Number	Correct Answer	Objective Measured
01	B	02
02	H	02
03	C	05
04	J	05
05	A	04
06	J	03
07	B	06
08	J	02
09	D	05
10	F	05
11	D	04
12	F	01
13	B	06
14	H	03
15	A	02
16	H	02
17	C	05
18	J	05
19	C	01
20	J	04
21	A	03
22	H	03
23	D	06
24	G	02
25	C	01
26	J	02
27	C	04
28	J	03
29	B	03
30	G	05
31	D	01
32	G	06
33	B	01
34	F	01
35	B	05
36	F	05
37	D	04
38	G	05
39	C	04
40	J	02

Objective mastery standards for multiple-choice items are as follows: 3/4, 5/6, 6/8, or 8/10 items.

Sample TAAS Data

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7 Which of these is a FACT in this story?

A It looks cool up in the tree.

B Tamara's cat is named Mittens.

C Pecan trees are prettier than oak trees.

D Sitting in a tree house is fun.

The items on this page are items from the Spring 1998 *Texas Assessment of Academic Skills.* ***(TAAS)***

13 Which is a FACT in the story?

A Camping at Green Meadow Park is expensive.

B Green Meadow Park has no showers.

C It is hard to get to Green Meadow Park.

D There are two lakes in Green Meadow Park.

Sample TAAS Data

23 Which of the following is a FACT from the passage?

A Penguins can care for themselves right after birth.

B The Antarctic continent is near the North Pole.

C Penguins move faster on land than in the water.

D Different kinds of penguins live in Antarctica.

32 Which of these is an OPINION in this story?

F One of the puppets looks like a frog.

G Tickets to the show would be a perfect gift.

H Both puppet shows will be given on the same day.

J The puppet show will be long.

How Ready is Your School for Continuous Improvement?

1. To what extent is the mission/vision of the campus/district based on the TAAS-related objectives and the TEKS-related goals?

2. To what extent are the expectations of desired student performance specified?

3. To what extent are the learning needs of all students being identified and addressed?

4. To what extent are your campus/district instructional/assessment decisions based on student performance data?

5. To what extent are curriculum, instruction, and assessment strategies aligned with the needs of all students?

6. To what extent do your instructional strategies address the varied characteristics of students and their learning needs?

7. To what extent are the resources (personnel, time, facilities, materials, and money) focused on meeting the learning needs of all students?

8. To what extent is formative assessment used as a tool to determine student progress toward the desired student performance and the appropriateness of the instructional strategies?

9. To what extent is teacher appraisal used to help teachers identify their professional development needs?

10. To what extent is professional development aligned with campus goals, student learning needs, and instructional strategies for enhancing student performance?

11. To what extent is summative assessment used as a tool to determine the success of students in relation to desired student performance and to determine how beneficial the instructional and assessment strategies were for helping meet those goals?

Five Models of Staff Development

Individually-Guided Staff Development

The learning is designed by the teacher. The teacher determines his/her own goals and selects the activities that will result in the achievement of those goals.

Observation/Assessment

Reflection and analysis are the central means of professional development in this model. Observation and assessment of instruction provide the teacher with data that can be reflected upon and analyzed for the purpose of improving student learning. Examples include PDAS, clinical supervision, TESA and peer coaching.

Involvement in a Development/Improvement Process

The process of developing a product itself may cause significant learnings. This model focuses on the combination of learnings that result from the involvement of teachers in such development/improvement process. Curriculum development, research on effective teaching or group problem solving are examples of this model.

Training

Most teachers are familiar with the workshop-type staff development sessions in which the presenter is the expert who establishes the content and flow of activities. The outcome frequently includes awareness, knowledge, and/or skill development.

Inquiry

Teacher inquiry may take different forms. Teachers can work individually or in groups in formal or informal ways. During the inquiry process, teachers formulate valid questions about their practice and pursue answers to the questions. Inquiry is a way for teachers to take reflective action.

Source:
Dennis Sparks & Susan Loucks-Horsley
National Staff Development Council
P.O. Box 240
Oxford, Ohio 45056
(513) 523-6029

Glossary

academic learning time
That part of allocated time during which students are engaged and experiencing success.

ACT
American College Testing program (college entrance examination).

active engagement
Reading, writing, thinking, talking, doing, manipulating, etc.

AEIS
Academic Excellence Indicator System.

aligned
Mutually supportive and not in conflict. Curriculum may be aligned internally with elements supporting each other (vertically and horizontally). It may also be aligned externally, supportive of student needs, work and life applications, etc.

AP
Advanced Placement (examinations).

appropriate goals/objectives
As defined by state and district curriculum documents, such as the Texas Essential Knowledge and Skills (TEKS) and local frameworks and guides; includes developmental appropriateness.

appropriate inquiry techniques
Moving students to higher order thinking while maintaining an acceptable level of student success.

appropriate pacing and sequencing of instruction
Delivery of instruction which is neither too fast nor too slow to establish and maintain student engagement and success.

assessment of student performance (formative)

Assessment procedures and activities that continually assess the progress of student performance throughout the school year.

assessment of student performance (summative)

Assessment procedures, techniques, and activities that determine the extent to which each of the student learning objectives was met.

at-risk

of dropping out of school. The state definition includes:

(1) Each student in grade levels 7 through 12 who is under 21 years of age and who:
   (A) was not advanced from one grade level to the next for two or more school years
   (B) has mathematics or reading skills that are two or more years below grade level;
   (C) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade;
   (D) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
   (E) is pregnant or is a parent.

(2) Each student in prekindergarten through grade 6 who:
   (A) did not perform satisfactorily on a readiness test or an assessment instrument administered at the beginning of the school year;
   (B) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39;
   (C) is a student of limited English proficiency, as defined by Section 29.052;
   (D) is sexually, physically, or psychologically abused; or
   (E) engages in conduct described by Section 51.03(a), Family code; and

(3) Each student who is not disabled and who resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

attributable TAAS teaching

Instruction directly linked to TAAS objectives and the Texas Essential Knowledge and Skills (TEKS).

challenge

Elements of the learning that may require extra effort or persistence, that are stimulating and interesting and promote student engagement.

classroom-management procedures and routines

Strategies utilized to maintain and increase academic learning time.

community members

Parents, business persons, and others residing in or having an interest in the school community.

comparable improvement

As used in the public school accountability system and is the quartile position of a school's Texas Learning Index (TLI) Average Growth for a particular subject relative to it's comparison group in a given year. Each campus has a unique comparison group of 40 other campuses in the state that closely match the target school on characteristics, including, but not limited to past performance, socioeconomic status, ethnicity, and limited English proficiency (LEP). Operational decisions about comparable improvement are responsibilities of the Commissioner of Education.

connections

Learning that is related to work and life applications, to other disciplines, and to other learning within the discipline, forming contextual associations.

Continuous Improvement Instructional Planning Process

A tool for teachers to link and align student needs with instruction, staff development, assessment and PDAS.

creative thinking

Alternative, divergent, cognitive processes which result in solving problems, making products, or posing questions which are initially novel or unconventional.

criteria

Descriptions of behaviors evaluated within the Professional Development and Appraisal System.

critical attributes

Words and expressions used in each of the criteria in the appraisal framework which convey the central meaning of the criteria, i.e., that behavior which is to be evaluated.

critical thinking and problem solving

At the application level or higher of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).

curriculum - correlated assessment materials

Assessment materials that are provided as part of curriculum packages and are designed to align with the instructional material. Tests associated with textbooks are examples of this type of assessment.

development improvement staff development model

Professional collaboration to assess current practices, develop plans for improvement, and implementation of plans.

diagnostic observations

Formal or informal evaluation of student needs through analysis of student work and behavior in class.

disaggregated TAAS data

Analysis of TAAS test performance by grade level, subject area, or class group in order to identify TAAS objectives for which students show particular strengths or weaknesses; can include test item analysis also. Disaggregation of data can be done formally with software and in campus teams or groups, or can be done informally by campus groups or individual teachers.

domain

One of eight broad categories of teaching practice in the Professional Development and Appraisal System which serve to organize the behaviors (criteria) evaluated within the system.

engaged

On-task, active, interested, attentive, connected to the learning objective(s).

high cognitive level

At the application level or higher of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).

individually guided staff development model

Staff development designed by the professional who selects his/her own learning goals and methods for attaining the goals.

inquiry staff development model

Staff development designed by the professional involving identification of a problem, collection of data from both research and the field, analysis of data, change in practice, and collection of additional data.

instruction

Those professional activities required of the teacher that impact instructional planning, delivery, and, ultimately, the improvement of student performance toward specific objectives.

instructional strategies

Methods, techniques, and activities that will most effectively facilitate students' accomplishment of the objectives.

learner centered

Focused on learning, the learning needs of students and the varied characteristics of students; contributing to student success.

locally defined

As established by local policies and/or operating procedures.

management

Efficient and effective use of time and materials, e.g., uses of appropriate instructional technology, discipline management, and referrals, uses of appropriate strategies, materials, and expectations to produce long-term student success.

motivational strategies

Teacher behaviors which increase the probability that a student will actively and successfully participate in the learning. Elements include level of concern, level of difficulty, stimulus variation, rewards and feeling tone.

objective for student performance

Objectives/goals which contain at least the behavior or expected student performance and the level of performance considered successful for the developmental level of the students.

observation/assessment staff development model

Staff development which provides the professional the opportunity to work with a colleague to view classroom instruction, give feedback and provide reflection.

other standardized test results

Test results which report student performance and other standardized criterion or norm-reference assessments. These include assessments such as the ITBS, NAEP, AP exams, ACT and SAT, as well as diagnostic reading tests.

PDAS

Professional Development and Appraisal System, the Commissioner's Recommended Teacher Appraisal System.

PDAS appraisal link

Connecting the attributes of the PDAS domains and criteria with the teacher skills needs to implement each of the components of the *Continuous Improvement Instructional Planning Model.*

planning sessions

Collegial, collaborative activities, such as grade level meetings, vertical team meetings, peer consultations, etc.

professional development

Staff development that teachers need to implement the instructional strategies selected.

relevant

Connected, applicable, appropriate.

SAT

Scholastic Aptitude Test (college entrance examination).

self-directed/self-initiated

Learning which is initiated and/or monitored and adjusted by the learner. Opportunities for choice are implied in an environment which allows and/or fosters self-directed learning. Self-directed/self-initiated learning allows for and fosters students to assume responsibility for their own learning.

self-discipline

Monitoring and adjusting one's own behavior in accordance with a plan to fulfill one's needs.

staff development models

The various models of staff development as identified in the literature and the Commissioner's Rules Concerning School District Staff Development:

(1) individually-guided model
(2) observation/assessment model
(3) development/improvement process model
(4) inquiry model
(5) training model
(6) other models meeting local needs

student characteristics

Unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness.

student academic foundation needs

Student learning needs which are related to the skills (target areas) that are supportive of successful mastery of the TAAS-related objectives.

student academic content knowledge needs

Student learning needs that are supportive of the successful mastery of the knowledge and skills at the appropriate learning level that are designated in the TEKS.

student learning environment needs

Student learning needs that are related to the unique learning characteristics of individual students.

TAAS

Texas Assessment of Academic Skills.

TAAS-related objectives

Learning objectives which address TAAS targets and objectives or prerequisites or extensions of TAAS targets and objectives.

TASP

Texas Academic Skills Program.

teacher-designed assessment process/materials

Assessment materials and procedures, including scoring standards, designed by the teacher to measure student learning. These processes and materials are highly aligned with the teacher's program of instruction.

TEC

Texas Education Code.

technology

Equipment and resources such as calculators, computers, telecommunications, multi-media, videotape and film, satellites and distance learning facilities, laser discs, CD-ROMs, scanners and facsimile machines used for the purpose of instruction and provided for teachers by the district.

training staff-development model

Staff development with objectives, activities, and outcomes designed and presented by an expert on the topic.

varied characteristics

Unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness.

walk-throughs

Informal, unannounced, and unplanned classroom visits of limited duration; usually considered to be 15 minutes or less.

work and life applications

Current and/or future settings in which students may use learning.